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A Didactic Unit to Improve Vocabulary Acquisition
in 3rd ESO

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1. Introduction

This paper entitled ‘*A Didactic Unit to Improve Vocabulary Acquisition in 3rd ESO*’ intends to offer an innovative proposal consisting of Project Based Language Learning to address the deficiencies found in a Secondary School of Zaragoza concerning the low level of vocabulary acquired within the English class.

The unit proposes a project that involves students on a journey through the evolution of professions in the last two centuries. Such a journey begins finding out about professions that have disappeared and it finishes predicting the jobs that will emerge in the future together with the abilities needed to apply for them. Through this journey, students are encouraged to develop communicative competence (CC) as well as fostering the creativity to meet the future needs of a globalized world.

Both elements, i) CC and ii) the topic of the unit, are equally important. The first one is paramount, owing to the fact that in the last decades the world has globalized, increasing the number of people who move worldwide for study or work reasons. Therefore, traveling around Europe entails encountering people who speak different languages and have various cultural backgrounds. This adds a lot of importance to the fact of knowing how and when to express oneself correctly, minding the context, the vocabulary and the person one is talking to. After all, we want to foster respect, being aware of the sociolinguistic differences.

Within the second language acquisition, various authors highlighted the relevance of teaching and learning vocabulary in order to be able to achieve the CC. For instance, Schmitt (2008) claimed that ‘*students need to understand 95-98% to understand the main gist*’ (p.10). Besides Penny Ur (1996) highly agrees with Schmitt saying that ‘*you can understand a reading text and make yourself understood with almost no grammar, but you can’t get anywhere without vocabulary. It is more important than reading strategies for understanding a text*’ (p.10). Both authors point at the acquisition of vocabulary as the basis to achieve fluency in the language.

The second one, the topic of the Unit ‘*Workvolution*’ is as important as the communicative competence itself, owing to the fact that professions have been emerging and disappearing in the last few decades. Thus, the world is facing a moment

in which the importance of retraining and be able to adjust to upcoming needs cannot be ignored. The topic is also aligned with the Aragonese Curriculum which in the Order ECD/65/2015, January 21st, states the competence-based curriculum. One of the competencies to be developed refers to the need for developing an initiative and entrepreneurship sense. After all, the market demands innovative minds willing to go provide solutions to the arising issues.

As it was briefly mentioned before, the level of students' CC in *Compañía de María* differ from that required in the European and Spanish context. Therefore, in order to bridge the gap between students' current state and the desired one, the European Union guidelines together with the Spanish ones and the Aragonese curricular ones have been consulted in order to offer a proposal within the legal framework. Given that, the three of them demand that the teaching-learning process of English must be competence-based and it should contribute to the development of CC, an innovative didactic unit with the curricular framework and revised literature from authors that are relevant in the field have been taken into account to design the didactic unit in this paper. Such authors are Richards (2006) who offers a description of CC, its components and suggestions to teach accordingly to the needs of the XXI Century, Ellis (2001) who proposed a series of feature criteria to be taken into consideration to design task to help students produce communicative outcome, Penny Ur (1996) who defined how vocabulary is acquired, Vicky Gil (2019) who defined how to carry out Project Based Language Teaching, Krashen (2003) who defined “comprehensible input” as the only way to actually acquire vocabulary, Nation (1990) who shifted vocabulary acquisition towards the amount words one needs to know to be able to comprehend. Finally, Dörnyei (2003) does not discredit the previous theories but draws special attention to the importance of motivating students to achieve better results in Second Language Acquisition (SLA).

2. Purpose and objective

The main goal of the current paper is to foster vocabulary acquisition in English in 3rd ESO students by means of authentic use of language, working in teams. However, in order to detail how the vocabulary is intended to be acquired, a list of main and subsidiary objectives have been listed hereunder.

Main objectives:

- To enlarge students' vocabulary and make retain it for lifelong learning.
- To make students able to accurately use the acquired vocabulary, minding the context and the people they are talking to.
- To maximize the number of comprehensible input students receive and the output they produce.
- To reduce teachers' talking time, making the teaching-learning process more student-centered.
- To provide tasks with a clear communicative outcome where grammar is just a means to an end.
- To develop students' communicative competence.

Subsidiary aims:

- To contribute to the development of the wholesome personality of students through the key competences, instilling values such as respect, responsibility, honesty, integrity and so forth.
- To provide tasks that require students to work in teams, improving their team working abilities and positive interdependence.
- To teach the language by exposing students to comprehensible input, reducing anxiety in students and letting them infer meaning from the context.

3. Justification, theoretical framework and methodology

3.1 Current situation

During the placement period in the Secondary School Compañía de María several problems that made me suggest an innovation project were detected. These problems emerged from the class observation and they were detailed in two essays handed in as part of the Master's (see Appendix I). They concerned two areas, i) problem concerning the teaching-learning process and others ii) related to students' issues.

As for the first one, it was observed that the classes followed a Presentation-Practice-Production (PPP) sequence, where grammar and vocabulary were introduced deductively, following a grammar-translation method. Language was also taught by asking students to memorize lists of words, which were checked later on in class (i.e. Teacher: John Doe, what is the meaning of *left*?; John Doe: it is the past of leave). This isolated revision of the language ignored the other possible entries of the word *left* such as *side: not right*. Besides, the teaching-learning process was fronted with little to no interaction among students, causing boredom and discouragement in the class. Finally, most of the tasks did not have a communicative outcome but a linguistic one, for which students worked individually, reducing the input received and the output produced.

As for the students, they could translate wordlists from English (L2) to Spanish (L1) and vice versa. However, at the time of speaking they had to think of the word in the L1 and translate it into the L2. Likewise, given that vocabulary was taught isolatedly students faced trouble when blending words into a phrase (i.e. *tray of entrance* meaning *inbox*). Besides, at the time of negotiating meaning, they were not able to use strategies as paraphrasing to convey their message, switching immediately into the L1 as a way of escape. Even though students knew the list of most frequently used verbs in present and past, they kept on speaking in present tense when referring to past events (i.e. Last Saturday I go to Aragonia to watch a movie).

3.2 Theoretical Framework

The Common European Framework (CEFR, 2001) defines the new basic skills to be fostered through lifelong learning as a key measure in Europe's response to globalization and emphasized that people are Europe's main asset. Hence, the skills to

be developed must promote language learning, developing entrepreneurship and the overall need to enhance the European dimension in education. Being able to work in teams and meet the requirements of businesses that adapt quickly in order to remain competitive are paramount citizens have to learn.

According to *The Spanish Organic Law 8/2013, December 9th, on the improvement of the quality of education* (LOMCE), teaching a Second Language (L2) should aim at meeting the aforementioned European needs. The knowledge acquired throughout the teaching-learning process must meet the demands of the labor market students will find when they go out into the world. Besides, the law highlights the importance of preparing students to be able to use foreign languages **adequately**, acquiring the CEFR levels (A1, A2, B1, B2, C1 and C2).

The *Order ECD/489/2016, May 26th, for which the Compulsory Education curriculum is approved and, its application in Aragonese Community schools*, further specifies that Aragon is aware of the European context and the need of developing CC and the six other key competences. The English subject contributes directly to the development of the CC, thus the official gazette states that the methodologies used to contribute to such development must be active, student-centered and communicative language-based.

According to Richards (2006), Communicative Language Teaching (CLT) pursues the achievement of CC, which at the same time comprises the acquisition of linguistic, sociolinguistic, and pragmatic aspects of the language. The first comprises the lexical, phonological and syntactic aspects of the language, the second standards of courtesy, idioms, accent and the last one concerns coherence and cohesion. In other words, the knowledge of grammar and vocabulary used in the right context together with the ability to know what to say, how and when to say it, using the language effectively and appropriately in any context.

According to Nation (1990), when teaching vocabulary one should take into account that *‘Only high-frequency vocabulary, the first 2000 words and the academic word list and vocabulary learning strategies, should be systematically introduced, presented, and taught and teachers should know where the learners are in the knowledge of these words’*.

However other authors as Penny Ur (1996) have reported that to acquire vocabulary students must learn i) *form: pronunciation and meaning*, ii) *grammar*, iii) *collocations*, iv) *aspects of meaning and* v) *word-formation*. The first one implies teaching the relationship between how a word sounds and how the characters representing these sounds are blended into a written word. The second one refers to teaching the non-obvious features of grammar, meaning those who cannot be inducted given its form. The third makes reference to teaching how the natural way words blend together with other words, given that it is a distinguishing feature of real-world language. The fourth one deals with teaching the different entries of a word, together with the socio-linguistic and cultural components. That means teaching whether certain terms would be appropriate or not depending on the register of the conversation, the people involved and the part of the world the speech takes place. Besides, *aspects of meaning* also encloses the similarities and differences between words that have a close meaning. Lastly, the fifth accounts for the need of offering learner access to suffixes, prefixes and compound words, letting them experiment while building new vocabulary.

Among the most effective possible ways to present vocabulary Penny suggests presenting opposites, definitions, introduce them in context, demonstrating among others. However, some words are easier to remember than others depending on ‘i) the nature of the words themselves, ii) under what circumstances they are learned, iii) the method of teaching and so on’. For the first one, the L1 of the students, together with the mother tongue interference mistakes must be taken into account given that for some students certain words tend to be harder to learn than others (i.e. Spanish speakers have it easier to remember *arrive* than *show up*). The second goes hand in hand with Krashen’s affective filter, which states that the highest the motivation the highest the acquisition. Finally, for the third, Penny found out that vocabulary acquisition succeeds at it finest not only when the aforementioned conditions take place but also when words are grouped according to meaning (i.e. cook & kitchen) or sounds (i.e. tip & lip).

Dörnyei (2003) states a tripartite framework on English as a Foreign Language (EFL) motivation, which defines the different aspects that influence students’ desire to learn the L2. The first one, language level, includes the *integrative* and *instrumental* components, meaning the need of learners to be part of the L2 community and the awareness of the possibilities that belonging to an L2 group might offer them. The second one, learner level, comprises the *need for achievement* and *self-confidence*

which is the ability learners have to trust their capacity to fulfil a task. The last component of Dörnyei's framework, learning situational level, covers aspects of the teaching-learning process that involves the teacher as much as the group and the course plans. Motivation boosts when the teacher shows interest and assist learners throughout the teaching-learning process. The latter often wants to please the former who is a role model. Lastly, making a group of learners feel like a team that works cohesively and strives for a goal, increases their motivation.

In agreement with Dörnyei, motivating while teaching requires teachers to use relevant and attractive authentic material that incorporates socio-cultural components in order to make students feel part of the English-speaking world. Besides, it is important to guide learners towards the best way of learning, facilitating the tools to organize learning and reduce anxiety. That is to say, creating a favorable environment for students to interact and be able to acquire language to the brim.

According to Krashen (2003), real language acquisition is a slow process that will only happen if the methods used to teach offer 'comprehensible input'. Meaning that messages have to be meaningful and take place in a low anxiety context. This acquisition starts happening as soon as the learner understands the gist of the message, even if all the words on the message were not understood. Such understanding must be scaffolded with realia, mimic, slides, pictures or any other teaching aid. As the learner focus on meaning rather than form, they show a sign of acquisition, being then ready to build up their learning and move from one level to a higher one.

Krashen referred to the levels as 'i' and 'i+1' the next level to be acquired by the students. The input hypothesis states that the language taught should be at a level higher than students in order to push them to climb up the ladder. They will do that, thanks to the non-linguistic information such as contexts, visual and auditory aids, that surrounds the input. Finally, students will start progressively producing communicative output as they are ready to do that.

The type of activity assigned in class must have a communicative outcome. Hence, Ellis (2003) described a series of features a successful task must include. Firstly, it should provide sufficient and detailed instructions, letting clear what students are expected to do. Tasks should incorporate a gap (i.e. either filling in forms, asking for information) for students to negotiate meaning while trying to convey messages. A task should

involve at least one of the four language skills (listening, speaking, reading and writing) and for each of the skills, the output to be produced should resemble real-life language. Besides, a task has to engage cognitive processes such as low and high order thinking skills. Finally, the outcome must have a communicative end, not a linguistic one. The linguistic aspects should be incorporated as a means to an end, which would be achieving communicative competence.

Project-Based Language Learning (PBL), Vicky Gil (2019, unpublished material), as a teaching method where students enrol for an extended period of time in a project, carrying out investigations to solve a problem in groups by means of authentic use of the language. PBL aims at engaging students, maximize input and output, foster group cohesion and others. As defined by Vicky Gil, a project follows a six-step learning path that begins with the *activation* of learners' schemata and previous knowledge of the language while introducing the challenge to be faced throughout the unit. The second stage, *discovery*, intends to expose students to comprehensible input, interacting and exploring the topic. *Deepening* guides students towards the production of output which could be a result of the input received. The next two stages are *planning* and *creation* where the learner will connect their previous knowledge with everything they have been learning so far, combining it in order to conceive a product. Then, *celebrate and publish* stage where the acquisition of language is demonstrated. Finally, *assessment and reflection*, which has to be a moment for the teacher and the learner to evaluate the teaching-learning process. The teacher has to correct constructively the mistakes made by the students, as well as flatter them for the effort done, encourage them to continue learning. Besides, the teacher has to compare the initial state to the current, making sure the learning was significant. On the students' side, they have to collaborate evaluating what could have been done better as well as offering solutions and actions to be taken for future projects.

Along with the learning path, Vicky Gil also highlights three important elements that PBL should count on. Firstly, it has to emerge from a real problem or situation where the group of students sees themselves as the only characters who could help. Secondly, they must be able to choose what is needed to carry out the Project and how they are going to process their hypothesis to solve the problem. Finally, every activity in class has to be “a piece the jigsaw” that helps solve the problem, being oriented towards the creation of the final product. The result of this has to have public utility and therefore be

publicly shown. That way students will not feel that their work was done to stay in the teacher's drawer.

As it has been mentioned before PBL requires students to work cooperatively in teams. Kagan (1994) described four basic principles in which cooperative learning is divided. The first of them is *positive interdependence* which refers to the connection established among learners, making them feel like a team rather than a group where individual milestones do not count as an achievement for the team. The members of a team with *positive interdependence* have to feel they belong together in order to succeed. Although students work in groups they should also perform on their own, either by pair dialogue or expressing their opinions in front of the class, warranting *individual accountability*. The third aspect states that there has to be *equal participation* given that advance students tend to take over slow learners unconsciously. Lastly, *simultaneous interaction* is the key factor to boost the amount of output produced in class, meaning that having all learners interacting among them at the same time is more fruitful than having a couple of them interacting with the teacher while the rest listens. The four Kagan basic principles combined assure an environment where students negotiate meaning among them, maximizing students talking time in a natural environment and reducing the affective filter.

In order to critically comment on the design unit, a list of criteria drawn from the theoretical framework can be found hereunder:

- Criterion 1. The presence of the linguistic, sociolinguistic and pragmatic components of communicative competence in the unit.
- Criterion 2. The vocabulary of the unit is introduced and taught taking into account different aspects such as pronunciation, collocations, aspects of meaning and word formation.
- Criterion 3. The unit motivates students at language, learner and learning-situational levels.
- Criterion 4. The unit introduces the new content through comprehensible input.
- Criterion 5. The majority of the activities have the characteristics of a task described by Ellis.
- Criterion 6. The unit is PBL oriented.

- Criterion 7. The vocabulary introduced takes into account a combination of high and low-frequency words.
- Criterion 8. The unit offers tasks that promote cooperative learning

3.3 Actions taken to carry out this paper

In order to bridge the gap between the current state of 3rd Eso students in Compañía de María and the desired state ruled by the Spanish curriculum, it was necessary to check and follow the methodological orientations in *Order ECD/489/2016*. This rules that the methodologies should be active, participative and learner-centered to foster the learner's development of the seven key competences. It also establishes that the objectives and the key competences should be closely linked so that the achievement of the former fosters the development of the latter.

In addition, the *Annex I* of the aforementioned law gives methodological specifications for Secondary Education. Once again, the law points towards a learner-centered methodology where students should interact at their finest in the class. In this interaction, the teacher adopts the role of a facilitator and a guide who will provide feedback to improve the quality of the teaching-learning process. The methodology should also be adjusted to students' readiness levels and interests. It should also take into account the different learning styles, paces, context and the personal issues students might have. It should as well be adjusted to the modern world's social needs. The type of tasks carried out should show a clear communicative outcome.

Regarding the specific provisions for EFL, the methodology has to make sure learning is significative, autonomous, cooperative and competence-based, fostering multiple intelligence learning together with motivation and creativity. Besides, the methodology should develop communicative competence and its linguistic, sociolinguistic and pragmatic competences. It should also integrate the four skills, namely speaking, reading, listening and writing.

In accordance with the law, the main objective of this unit is to develop communicative competence in the EFL class by means of enlarging students' vocabulary. Hence, the unit provides activities where relevant vocabulary is taught in a real context, pointing out how language is used depending on the situation the dialogue takes place. Besides, the dynamics in the class have been developed so that students are the ones who interact

the most, becoming responsible for their learning whereas the teacher is only a support, guiding them and giving them tools such as organizers and rubrics. That will make them more autonomous, helping them learn how to learn.

Inductive language learning has also been enhanced, letting students induce rules and vocabulary. As for the groupings, these have been arranged homogeneously, promoting cooperative learning. Finally, the topic of the unit has also been selected to be relevant for their age and interest, making them see the utility in working on a project that revolves around professions. All the aforementioned actions are taken to cover the students' lack of interest in certain topics, eliminating the memorization of vocabulary lists and the individual work of the students along with the teacher fronted approach.

Once the didactic unit was implemented it was necessary to assess the students and the teaching-learning process by means of rubrics, checklists, observation of students' outcomes. Assessment warranties that learners receive feedback, revealing to what extent the vocabulary was acquired as well as offering the teacher a tool to improve the teaching-learning process of English.

As for the students and teachers evaluating the unit, on the one hand, students were asked orally in class as well as filling in a questionnaire (see Appendix II), aiming at knowing their opinion and satisfaction level within the teaching-learning process. The questionnaire was offered in Spanish and English, so that students could choose the preferred language, reducing the affective filter in case they were not familiarized with the vocabulary within the evaluations. Among the questions to be answered, we can find those meant to check students' motivation at the language level, learner level and learning situational level. Others make reference to the difficulty and appropriacy of the tasks and language. While others just ask about the amount of vocabulary learned together with suggestions and things students want to see in further units.

From their point of view, they allegedly felt somewhere else but in the English class, meaning that they were highly motivated by the project and its topic. Most of the students pointed out that any activity was harder than others. However, they felt a bit awkward at the time of speaking in front of the class since they were being evaluated by their classmates with the rubric. As for the vocabulary, they claim to be able to talk confidently about past and future professions and the abilities needed for them. This last

demonstrated they have acquired vocabulary and developed their communicative competence.

On the other hand, the teacher's evaluation brought about that certain students struggled with the roles and the "freedom" given to them in order to work trusting each other without the constant supervision of the teacher. Although the roles were explained and such freedom did not mean "do whatever you want", since they had the evaluation rubric explaining what they were expected to do, they kept wondering if they were doing it right. Students claimed they were not used to talking that much without writing all the time.

The observation also showed that, although the instructions describing the orders of the exercises and the team arrangements were detailed in PowerPoint slides (see Appendix III) they should have been kept simpler given that students had a good language level but they were used to a simpler metalanguage (i.e. fill in the gaps using present continuous, answer the question, tell me the past tense of...). Hence, expressions like *"swap your paper or go around the class"* needed to be taught.

However, none of the aforementioned detour students' curiosity on the topic. Finally, this unit intended to focus the teaching-learning process towards a student-fronted methodology, where the learner is the center and the teacher acts as a facilitator, maximizing interaction so as the input and output produced as well as teaching authentic vocabulary in a real-life context. In fact, 100% of students answered "Yes" to the question *"Do you think you are going to remember the language learned and use it in the future?"*.

4. Didactic unit proposed

4.1 Contextualization

The unit is intended for a 27 16-year-old group of students from Compañía de María, a half-funded school located in the center of the city. The majority of its student has a high level of English and no big difference among their levels is evidenced. The school pays close attention to the competence-based teaching, with a special reference to the development of languages and linguistic competence. This is evidenced by the partnership of the school in bilingualism projects with Canada, the United States of America and the eTwinning projects. CLIL programs involve students from primary through high school. However, the students whom the current course plan is designed for were not attending to a CLIL program. Some of the subjects taught in the school are project-based. Thus, classrooms are aligned with those projects, 25 students per class and furniture that meet the needs of group work and cooperative learning. This weighs heavily on the school since their aim is to promote students' wholesome personality and instil values such as solidarity, respect, transparency and dignity, favouring attention to diversity and mutual help, thus allowing an improvement of coexistence in the center.

Although no student in the group has special educational needs, the group in general needs to strengthen the CC at the linguistic, sociolinguistic and pragmatic level. Besides, they need to acquire more vocabulary which would help them feel more confident when speaking in front of the class. Lastly, learners need to connect language and their knowledge of grammar with the way they are used in real life.

The title of the Unit “*Workvolution*” explains the disappearance of some jobs and the appearance of many others. For students deciding which career to study is a dilemma they go through more and more. This happens since studying certain profession is associated with an economically prosperous life. However, nowadays professions no longer last 100 years, some of them do not even last 40 years. That is to say less than someone’s’ working life. Hence, it is necessary to focus on the skills that will allow students to retrain for a society where needs are constantly changing.

In order to know the students' previous knowledge, the compulsory diagnostic evaluation was applied at the beginning of the school year, revealing that students mastered all the 2nd ESO contents. Besides, since the evaluation is continuous, a

continuous evolution of the students' acquisition of language can be consulted. Finally, the results acknowledge students already mastered all the contents taught so far by this time of the year, that is, present and past continuous, existential clauses, modal verbs, perfect tenses, and vocabulary about the environment, weather and leisure activities.

4.2 Contribution to key competences

Although throughout the annual didactic program the seven key competences are covered, the current didactic unit focuses only on five of them. An explanation of how the didactic unit contributes to them is explained hereunder.

The CC is undoubtedly the prior goal to be achieved in the English class. It intends to develop linguistic, sociolinguistic and pragmatic skills. The three of them are present throughout the unit. As for the linguistic competence, students are provided with real life-like situations to put in practice their previous knowledge while building up on new vocabulary at the same time. Grammatical accuracy is also important, but in this particular unit aims at making students confident and fluent as well as helping them hold a conversation with their peers.

The sociolinguistic competence intends to raise awareness of register differences and politeness, and both are covered throughout the unit, but especially from the second stage of the project onwards, since students have to mind their language while interviewing their parents, friends, relatives, neighbours, teachers in order to gather information to carry out the final product of the project. This consists of giving an oral presentation in class and the publication of a blog entry. As the public varies, students will put their sociolinguistic competence in practice again. Last but not least, the pragmatic features of the language can be fostered by means of writing, reading and listening tasks, which make the students aware of the importance of context.

Learning to learn competence (CAA) wants to ensure that students are self-confident and little by little they are able to learn from their mistakes. To achieve this, it is necessary to help them organize their learning and make them aware of their needs, in order to keep moving forward. But of course, students are not to be alone on this trip. That is why the current lesson plan supports students by providing them with task organizers to structure their ideas. The unit also intends to foster the use of checklists to

help students self-check, learn from their mistakes, and perfect their learning-studying techniques.

Entrepreneurship (CIEE) aims at training citizens with the ability to put innovative ideas into practice in order to produce a relevant change in society. This unit plan carries out reflexions on the abilities and jobs needed in the future. Students will have the opportunity to investigate, suggest and be taken into account while offering suggestions to perfect the compulsory education curriculum.

Social and civic competence (CSC) aims at promoting democratic participation and communicate constructively, showing tolerance and respect towards different points of view. As for the former, along the unit, the classroom becomes a place of constant exchange where students are all the time asking and giving their opinions trying to reach an agreement. The latter is also fulfilled since most of the activities foster pair and group work.

Digital competence (CD) is promoted twice in the unit. Firstly, when students have to google information about general needs citizens from all over the world might have. They are encouraged to surf the net safely as well as being critical identifying reliable sources, using the ‘‘*Research Guide: Assessing Source*’’ they already know from previous units. Secondly, the final result of the project is published in the school blog and shared with students’ e-friends via eTwinning.

4.3 Objective and specific contents

The current course plan covers all the five or six curricular content stated in *Order 489/2016*, for 3rd ESO. They are further specified in Appendix IV.

As for the cross-curricular contents issued in Section 11 of *Orden EDC/2016, May 26th*, they are also included in the syllabus given the importance of instilling democratic values in the student. Unit 9 ‘‘*Workvolution*’’ includes activities to raise awareness within the students to foster gender equality and break down stereotypes that could outcast people. For instance, the unit begins with a task where students discuss different professions, giving their opinions on why were they men and not women, where and why these jobs disappeared.

4.4 Activities

Along with the explanation of how the activities have been sequenced, this section also offers a brief description of the activities. These are detailed further on (see Appendix V). This section intends to critically comment on how the Didactic Unit has been designed taking into account the criteria drawn in section 3.2 from the theoretical framework.

To begin with, for all the classes of the unit students worked in pairs and teams, giving prominence to the students working cooperatively among them. As for the first activity, it intended to introduce students to the topic of the unit, retrieving their previous content on ancient and present professions. As well as analysing how the education we have received has changed throughout the years, making them aware of the constant changes in society.

In order to activate students' schemas, they watched a video about three different schools around the world and write down everything they see (professions, objects, actions). By comparing the three schools, students resumed the use of comparatives which they will need later on in the unit. Besides, they brought up part of the vocabulary needed for the unit. After that, for the sake of students to notice their linguistics needs, they discussed with their partner what impressed them the most about the schools. This activity fostered pupils' curiosity on the topic, serving as the first brainstorm of the project. Finally, students will be enrolled in a conversation aimed at discussing whether their educational systems should change or not. Such debate intends to pave the way and motivate students for the challenge they will receive from the government.

As the students familiarized themselves with the topic, the vocabulary and grammar structures needed to achieve the general objectives of the unit are introduced in context. This context offers students different examples where the words are shown together with their most common collocations (i.e. knock at, clean up). The words also show up being used in different ways depending on the context and the various entries a word might have. The vocabulary has also been taught taking into account its most relevant phonetic features. This ensured that students were going to be able to pass messages easily, helping others identify and recognize words quickly.

The organizers were another way to help students remembering vocabulary along with its usage, synonyms and antonyms. The vocabulary was grouped by topics (i.e. cook, cooker and kitchen) and taught in a way that students could remember groups of words together. Besides, students were asked to write new words accompanied by an example of its usage in context, rather than isolated. Finally, pictures and mnemonic devices were used to impact students and help them remember the words since recalling information seems to be easier when it is connected to things we already know.

As for the materials used in the project (namely YouTube videos, magazine articles and letters), were carefully selected to include high and low-frequency words, aiming at offering students' comprehensible input that would work as scaffolding when deducing the meaning of unknown words. At the same time, they would find challenging words that would make them broaden their vocabulary as they progress to get the most out of their zone of proximal development. The project constantly offers varied input, fostering the different learning styles and students' interests. One of these ways is a formal call written in a letter, the other one is a PowerPoint slide where the call is paraphrased with a simplified vocabulary and a video getting students familiarized with the topic and vocabulary to be worked in the unit.

As the unit moves on, the activities require students to use what they have already learned to move on to the next stage in the project. This is aligned with Krashen's $i+1$ theory given that students go from simpler to more complex tasks. For instance, after reading the challenge, which consists of proposing a more adequate curriculum for these days, students are provided with an organizer (see Appendix VI) that will help them find out what is needed to carry out the project, fomenting the learning to learn key competence.

Together with the organizer students will count on a rubric as a guide of what they are expected to do and how, reducing anxiety and fostering students' autonomous learning by giving them the tools to organize their learning. At this point, students already know what they have to do and begin to explore how the needs of society have changed throughout the last centuries. They will do that by working in pairs eliciting from a set of images what a group of people are doing for a living, as well as discussing whether those jobs still exist, where, why and why not. With those questions, students are

expected to connect some 20th-century society needs with the existing professions at that time.

Now, students will have to create a tool to gather information about people's needs depending on their age. This tool could be a questionnaire or an interview that students have to create using language that will get the most out of the interviewee (i.e. wh-questions, comparatives, past and future tense). The population must be varied, including students' friends, parents, grandparents and more, the wider variety of needs reflected, the wider variety of vocabulary students will receive. Besides, since the needs might vary from country to country, they are suggested to check on google for further information. All this information will bring a reach vocabulary that students will have to handle, figuring out how to reuse it for the rest of the unit.

Along the research students have to carry out, they develop the i) sociolinguistic, ii) pragmatic and iii) linguistic component of communicative competence. The first one was developed as students researched, since during their investigation they found a variety of vocabulary that went from professions like *lamplighter*, which has already disappeared, to *organ creator*. The second one was fostered every time pupils were asked to blend words into phrases and phrases into paragraphs coherently, making them aware of the order to be followed when writing different types of texts. The third one was developed taking advantage of the vocabulary learned, analysing aspects of the language such as the use of the *-er* suffix and the *past perfect*, *future tense* and *used to*.

As for the activities in the unit, they offered a vast array of input together with various different ways in which students can produce output (i.e. writing, speaking, drawing). This intends to keep learners communicating without necessarily need to speak. Students are allowed to start producing the language when they are ready to do that. Meanwhile, the unit goes on offering constant comprehensible input and scaffolding.

Besides, the activities used a vocabulary that oriented the students towards what they were expected to do. These tasks included an information gap, making students feel the need to go look for missing information. These gaps turned up in the class through any of the four skills. So be it exchanging information in groups or receiving a letter that they had to answer. It means that the objective of the tasks was to convey a message through language (namely grammar and vocabulary). This language was just a means to an end, achieving a communicative outcome and not a linguistic one. Finally,

students were required to order, identify and select the most relevant information to shape the projects the way they liked it. That had students reflecting on how to bridge the gap between what they were being asked to do and the result they wanted to obtain, making students engage in a cognitive process as they look for more extensive vocabulary to negotiate their decisions and create their final product. All that makes the project fit within the guidelines that according to Ellis define a task.

As for the groupings in the classroom, students gathered together in teams of four, sharing and organizing their findings. Based on them, they deepened to reach the root of the problem while proposing solutions/professions to offer services that would cover those needs. The groupings were arranged heterogeneously taking into account the different levels of the language existent in the class. Students with lower levels of English were sat together with others of a higher level. That had students helping and learning from one another.

The class organization favoured brainstorming and it kept students bouncing ideas off each other, increasing the input (namely amount of vocabulary). Within the groups, students were assigned roles in order to reduce role ambiguity. However, it is worth mentioning that having roles did not exempt students from watching over the rest of their team members. This intended to make students aware of the importance of working as a team, fostering positive interdependence.

The next activity corresponds to the planning stage of the project. So far, students had gathered information from the Internet and their relatives. Then, thanks to a jigsaw activity, they worked with students other than those in their teams to benefit from a higher number of insights. Firstly, they were numbered from one to four, forming a group of four experts (profession, tasks-to-develop, skills, and future school subject expert). Secondly, they were asked to leave their original team to join the experts one, formed by those with the same number. Next, they had to read an excerpt ‘*Top 10 Jobs in 2030: Skills You Need Now to Land the Jobs of the Future*’ and discuss their area of expertise, taking down notes and bringing them back to the original teams. Once in their teams, students compared how close their investigation and reality were. Now, with enough information gathered, they would stick to 10 of the needs (five of their own and other five from the reading) to start planning the draft for the blog entry with the suggestions to improve the curriculum. This writing was scaffolded by the teacher, who

gave students a role model to identify ‘‘do's and don'ts’’ for successfully writing a blog entry, as well as providing language to express needs and give suggestions.

In the production stage, students continued to work in their teams to write the blog entry and prepare an in-class presentation. Both of them included i) three of the needs found, ii) a suggested job position for each need, iii) abilities needed to meet the requirements for the position and iv) school subject that would prepare them to cover those needs. As scaffolding for the oral presentation, students watched a two-minute video, paying attention to the do's and don'ts of a presentation. Then, they listed the ten guiding principles they want to follow. Finally, pupils were allowed time in class to start creating their PowerPoints and finish the blog entry draft, which they had to show to the teacher before submitting the final version of it. The final product was intended to be published in the school blog so that students saw a purpose for creating the project.

As it had been mentioned before, students were requested to turn in a final blog entry draft before making it public. This was meant to allow the teacher time to correct students' mistakes before the project was made public. That also gave students the chance to go through it again before publishing it, assuring that they noticed mistakes and be aware of them.

In this stage, as a team published their ten-minute presentation in front of the class, the rest of the class paid close attention and evaluated the presenters using the rubric, fostering self and pair evaluation. Finally, in this section, the whole class worked together as a big team discussing what they found hard, enjoyed or hated about the project. This will help the teacher evaluate the teaching-learning process, providing new ideas for upcoming units in the course plan.

It can be concluded that the unit is according to Vicky Gil a PBL given that it consists of seven classes that corresponded with the PBL path, having each stage paving the way for the next one. Besides, the project motivated students in the six of its stages at the three motivational levels of Dörnyei. The unit promotes students' contact with users of the language by means of eTwinning letters exchanges, making them feel part of the L2 community. The unit as well includes sociocultural components as they research the educational needs depending on the citizens' age and part of the world they live in.

4.5 Materials

The materials used for this teaching unit (see Appendix VII) were selected taking into account various criteria that respond to the needs of students together with the objectives pursued by the teacher.

Firstly, all the chosen materials are authentic, guaranteeing that the learning of English ends up being a mirror of real-life language. Thus, given that daily life contexts are more interesting for students, the materials have also been chosen to take into account attractive formats such as Instagram posters, blogs, YouTube videos (namely blogs and articles).

The materials have also been chosen to reflect a jargon that interests learners. Besides, they are to be comprehensible, including high and low-frequency words so that students understand most of the messages and can deduce the unknown vocabulary in context. However, although it could be said that the materials were in accordance with the level of the students, some aspects of more difficulty have been included to enhance Krashen's $i + 1$ theory.

The materials are eye-catching, including illustrations, for instance, the PowerPoint used to define each of the PBL stages with a colour so that students know the stage they are in just by looking at the slides. Likewise, the group arrangements are illustrated using little two faces for pair work and four for teamwork. On the other hand, the straightforwardness of the content was also taken into account, avoiding those articles and videos where information was not very relevant.

In addition, priority was given to materials that students could access outside of class, letting learners replay or reread them again at home (i.e. YouTube videos and articles). It was also taken into account that the materials were not culturally sensitive but that they exposed differences among cultures respectfully. That will let the teacher explain how education, jobs and society, in general, adapt to the needs of the human being.

Last but not least, the information should be presented in different formats such as written texts, listenings, photos, videos with subtitles and slides, favouring the different learning styles, always taking into account the length of the materials. which should not exceed the ability of students to concentrate on an activity.

4.6 Specific evaluation criteria

To achieve the unit objectives the students will be evaluated taking into account the following specific criteria. At the end of the unit students can:

- identify general and specific information from a video about how the professions have changed in the last two decades (Crit.IN.1.1).
- give their opinion respectfully about future professions (Crit.IN.2.1)
- write a blog entry in teams expressing an opinion and giving suggestions (Crit.IN.4.1)
- understand general and specific information from authentic articles (Crit.IN.3.1)
- comment videos about professions (Crit.IN.1.1)

The afore-described specific evaluation criteria have been drawn from the curricular evaluation criteria (see Appendix VIII) and standards issued by the Department of Education of Aragon in order to evaluate to what extent students acquired content and key competences.

Throughout the unit, students will be assessed following the aforementioned evaluation criteria and standards. The evaluation will be formative, continuous and summative to keep a constant assessment on the teaching-learning process and ease students learning evolution. As for the formative evaluation, the teacher provides constant feedback to help students improve and perfect their learning. At the same time, it will help the teacher find imperfections in the teaching-learning process for further improvement. The evaluation will happen continuously to make sure students are assessed throughout the process. The sum of the marks will result in the end of the year mark, making evaluation summative. The evaluation will be carried out by the teacher and the students. The teacher will assess the four abilities (speaking, reading, writing, and listening) together with the key competences and their attitude based on the results thrown from rubrics, observation and exams. The student, however, will only be given the opportunity to do peer assessment. This is aimed at making students notice their mistakes and be able to learn from each other feedback. Nevertheless, this peer evaluation does not count for the overall grade.

The percentage of the global mark of the school year is itemized below:

Percentage	Skills	Percentage	Skills
30%	Speaking activities	20%	Listening Activities
20%	Writing activities	20%	Reading Activities
20%	Listening activities	10%	Attitude
20%	Reading activities		Peer/Self-Assessment

The knowledge acquired by the students in the unit will be evaluated with two rubrics. One of them will be filled in by the teacher who will measure students' learning into *Fails, Needs Improvement, Meets Expectation* and *Exceeds Expectation* (see Appendix IX). The other rubric will be for students to peer evaluate the final oral presentation. This is broken down into the *Below standard, Approaching standard* and *At standard* (see Appendix X).

5. Conclusions

The objective of this paper was to propose an innovative didactic unit to cover the needs found in 3rd ESO in Compañía de María. On the one hand, the teaching-learning process observed was teacher-centred, without activities that involved teamwork. The students did not interact with each other, showing difficulties to hold a conversation among them. All that resulted in students' lack of vocabulary, therefore, they ended up overusing the L1.

In order to improve the quality of the teaching-learning process, several authored that proposed innovative methodologies were consulted. Some of the ideas that emerged from that research were teaching vocabulary in a more active way, involving the student in the learning process. Motivation had to be the engine that moves the flow in the class. The importance of keeping the content understandable for the children's cognitive level but at the same time introducing more complex things. Finally, the activities to be developed in class should have a clear communicative outcome where students see that the language learned would be useful to convey messages.

One the aforementioned was analysed the authored decided to combine all the theories read into a Project-Based Language Learning. It offered a student-centred approach where the teacher had the role of a guide, providing discussion points and at the same time maximizing students' talking time. This approach towards the teaching-learning process allowed students room for communication, creativity and trial-error, providing time for feedback before students were finally assessed.

It is worth recalling that along “*Workvolution*” students explored the past and future labour market. Hence, given that the topic concerns students, they showed themselves motivated and eager to know more about the future of professions. Besides, students' learning happened quite autonomously thanks to the organizers and thinking routines offered by the teacher.

The unit is also innovative since it allowed students to do research, discuss and decide on how to mould the projects. As the students discussed, they worked in teams that allowed them to play different roles and take various responsibilities within the project. Assigning roles prevented students from constantly wondering what they had to do. The roles turned out to be a useful tool that helped students to be more efficient and developed their time management techniques.

Fostering vocabulary acquisition was the main objective of this Didactic Unit. Therefore, the learning switched from memorizing lists of verbs and nouns, to be learned through videos and articles with comprehensible input reducing the students' affective filter. The vocabulary was selected to be relevant for students. Besides, this was introduced innovatively by means of sources that contained low and high-frequency words. This last group served as a scaffolding that helped students work out the meaning of unknown through the context.

Given that the unit follows the Spanish and Aragonese curricular guidelines, one of the unit's objectives is the development of the communicative competence and its linguistic, sociolinguistic and pragmatic components of communicative competence. Hence, the vocabulary of the unit is introduced and taught taking into account different aspects such as pronunciation, collocations, aspects of meaning and word formation. As well as including cultural aspects concerning gender equality and how professions have evolved lately. Besides, the development of coherence and cohesion in the output skills took an essential role. The unit focused not only on being able to acquire vocabulary but also on demonstrating this acquisition.

Other three key points within the teaching-learning process were i) curricular, ii) cross-curricular contents and the iii) activities. The first two revolved around the topic studied. Lastly, the activities were designed taking into account the characteristics of a task described by Ellis, prioritizing the presence of an information gap to encourage students to negotiate meaning.

After students presented their final product, the unit was assessed from the point of view of the teacher and students. The evaluation of the first one showed that certain students did not manage at all with the assigned roles and “the freedom” given for the students to work trusting each other without the constant supervision of the teacher. Although the roles were explained and freedom did not involve doing what the students wanted, they doubted whether they were doing well or not, even though they also had the evaluation rubric explaining what was expected of them. The students claimed not to be accustomed to speaking and working without writing all the time.

On the other hand, the evaluation showed that although the instructions describing the orders of the exercises and the team arrangements were detailed in a PowerPoint, you should have been simplified a little more since the students had a good level of

languages but were accustomed to a metalanguage more simple as (fill in the gaps, answer the question, tell me the past tense of), then expressions like swap your paper or go around the class needed to be taught.

From the students' point of view, they claim to have felt somewhere else but in the English class. Most students agree that there was no more complex activity than others but it was difficult for them to stand in front of the classroom and be evaluated by the rest.

Finally, as for the vocabulary acquired it was observed that students felt comfortable with the learning. They appreciated the fact that the project allowed time to practice the new terminology. Some other signs of learning were observed in the class such as students engaging more spontaneously in conversations and students showing interest in reading more about unexpected future professions. Besides, pupils started to look for the meaning of a word in context instead of trying to find the equivalent in the L1. The usage of chunks decreased, instead students made up phrases recycling old content and incorporating new.

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Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón. BOE núm. 25(2015).

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7. Appendices

7.1 Appendix I: Assignments used as evidence of the necessity of improvement

1. Portfolio Practicum 2. Reflecting on your teaching:

https://drive.google.com/file/d/1_Q_MFVMykSzUPswGEYkWfJvkCoH4MeqD/view?usp=sharing

2. Portfolio Practicum 2. Analysis of a Unit from a Secondary Book:

https://drive.google.com/file/d/1_Q_MFVMykSzUPswGEYkWfJvkCoH4MeqD/view?usp=sharing

7.2 Appendix II: Teacher and teaching learning process evaluation

Adapted from: https://busyteacher.org/uploads/posts/2014-04/1398779444_teacher-evaluation-0.png



Name (optional): _____

Date: _____

Teacher and Teaching Learning Process Evaluation

Please rate your teacher on a 1-4 scale on the following statements.

1. My teacher likes and respects me ____
2. My teacher enjoys her job ____
3. My teacher helps me if I need it ____
4. The teacher teaches me relevant content for my age and needs ____
5. I feel comfortable talking in the class ____
6. I feel comfortable and making mistakes in the classroom ____
7. I have worked mostly in teams ____
8. The activities require oral interaction ____
9. The teacher makes learning interesting and fun ____
10. My teacher gives me enough homework ____
11. I receive feedback that tells me where the mistake is and how I can do it better ____
12. The teams were well arranged ____
13. The roles we were given helped me carry my task easier ____
14. I can talk about professions in the past and in the future ____
15. I can comment on the abilities needed to apply for a position or another ____
16. The vocabulary I learned will be useful to talk to people who do not speak Spanish ____
17. I will be able to use the vocabulary learned in the future ____

What two things you liked about this unit?

In your opinion, what was the easiest and the most difficult activity? Why?

What is something that you would definitely change from the Unit? Why?

What is something you would love to see/do for the next Unit?



Nombre (opcional): _____

Fecha: _____

Evaluación del Profesor y del Proceso de Enseñanza

Por favor evalúa a tu profesor y las clases en un ratio de 1-4, donde 4 significa muy satisfecho

1. Mi profesor me respeta ____
2. Mi profesor disfruta su trabajo ____
3. Mi profesor está pendiente de mí y me ayuda cuando lo necesito ____
4. En clase aprendo contenido que es útil para mi edad, mis necesidades y mis gustos ____
5. Me siento comodo cuando participo en las clases ____
6. No me siento incómodo cuando cometo errores en clase ____
7. Trabajamos mayormente en equipo ____
8. Las actividades llevadas a cabo requerían bastante interacción oral ____
9. El profesor hace que el aprendizaje sea interesante y divertido ____
10. Mi profesor me orienta suficientes deberes ____
11. Mi profesor me da herramientas para identificar mis errores y me explica como hacerlo mejor la próxima vez ____
12. Los equipos de trabajo estaban bien distribuidos ____
13. Los roles que teníamos en los equipos me ayudaron a desarrollar las tareas ____
14. Al final de la unidad soy capaz de hablar de profesiones del pasado y del futuro ____
15. Puedo comentar cuales son las habilidades que hacen falta para las profesiones del futuro ____
16. El vocabulario que he aprendido será útil para comunicarme con personas que no hablan mi idioma ____
17. Voy a poder utilizar lo aprendido de cara a mi futuro ____

¿Cuales fueron las dos cosas que más te gustaron de la unidad?

¿En tu opinión, cuál fue la actividad más fácil y la más difícil? ¿Por qué?

¿Qué cosa cambiarías de la unidad? ¿Por qué?

¿Qué cosa te gustaría ver o hacer en las próximas unidades?

7.3 Appendix III: Power Point used to teach the didactic unit

Source: own creation.



- What are the most common ideas on your partner's' papers?
- What impressed you about the video?
- Does your school/education need to change? In which way?



<https://www.flippity.net/rp.asp?k=1qWiAN8Y1EyMF-MFetMdLbbAVabidkTNx6vkwgC0CNNO>

Give us the recipe for a better XXI century education.

Life has changed a lot, so technology and job positions.

A lot of the XX century positions have disappear for example, tailor, water carrier, knocker-up and typewriter.

Imagine the future and the professions that will come up and disappear. Suggest us subjects that will prepare you for the future. What will you need to know? Investigate with your team. Remember to give reasons for all your opinions and suggestions.

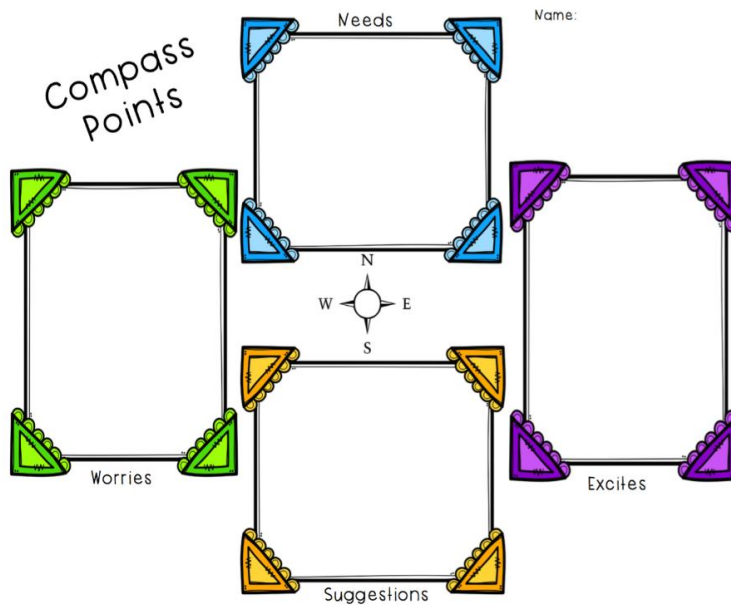
Read the call for more details

Dear Students

As you know, we are trying to meet the needs of our students and ensure that we train citizens for the demands of the 21st century labor market. In recent years, life has changed a lot, so technologies and jobs. Many of the positions that existed in the 20th century no longer exist. For instance, tailor, water carrier and typewriter.

We do not want to be teaching subjects that will be useless in the future. Form a team and imagine what the future will be like, which professions will disappear and which ones will emerge. You can start by creating a set of questionnaires, one or two, to ask friends, classmates, family or/and neighbours what they think our current problems are and how to find solutions for them. We suggest you interview people of all ages. Based on your findings, you could suggest which subjects should be taught at school and which should not. What is missing in your preparation? What new subjects should we introduce at school? Once you have your survey results, do not throw them. They have to be shown to the judges, they are the evidence of your work. Remember to give reasons for all your opinions and suggestions. Convince us.

Warm regards,
City Mayor



Did all these jobs disappear?

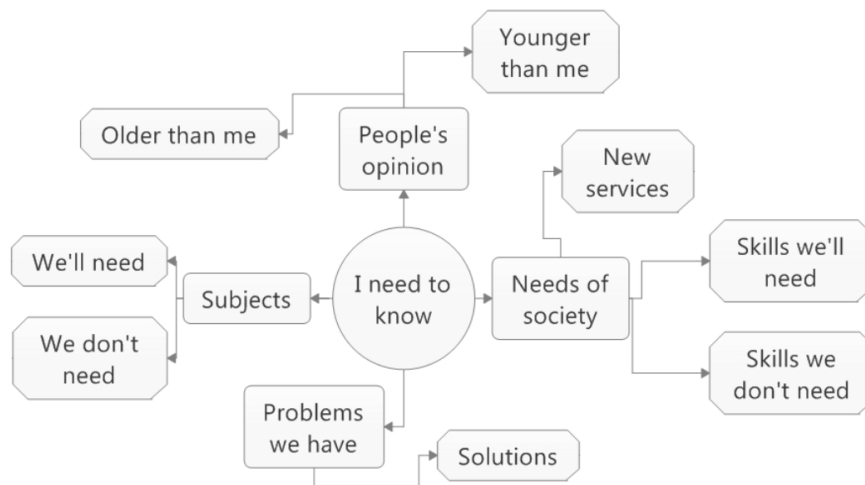
Why did they disappear?



Project stage	what to do	what we need (gram, voc, tra)	Who is going to do what
Activation	Surveys Questionnaires Interview	Create good questions to get the most information possible?	Everybody in the team.



What can I ask in the interview, questionnaire.....?



Project stage	what to do	what we need (gram, voc, tra)	Who is going to do what
Discovery	-Create 2 copies of the same questionnaire and apply them	Questions that begin with Who, why, when, how, etc	2 ss will ask and 2 ss will answer. Feel free to ask and answer to anyone in the class.



Day 2 Deepening and Planning

<https://www.crimsoneducation.org/es/blog/jobs-of-the-future>

1-See the evaluation rubric.

Project stage	what I to do	what I need Reported speech	Who is going to do what
Deepening	-Organize notes of the interview -Find the origin of the problem	-Most ppl said that... -Because of, due to	



Project stage	what I to do	what I need Future(Will)	Who is going to do what
Planning	-Researching about jobs we will need in the future		



<https://www.crimsoneducation.org/es/blog/jobs-of-the-future>

1-Read the
article about
future
professions.



2-Comment
on the
problems
we facing.
problems



3-Comment
on the
solutions to
this
problems.



Expert
on
problems
.



Expert on
probabilitie
s.

Expert
on
solutions
.

Expert
on skills
needed.

Day 3 Planning and Creation

Every
person in
your team
speaks
equally.

The
presentatio
n does not
exceeds 10
minutes.

You
checked
must-do
for a
successful
presentatio
n.

You
checked
that your
presentatio
n meets the
rubric to an
extent.

Project stage	what I have to do	what I need (gram, voc, tra)	Who is going to do what
Planning			



Project stage	what I to do	what I need (gram, voc, tra)	Who is going to do what
Creation	-Write an essay (one per team) Prepare oral presentation	Structure of essay. Give reasons for something.	-Specify who wrote what



Good vs bad presentation

<https://www.youtube.com/watch?v=S5c1susCPAE>

1-What makes a good presentation ?



2-Watch the video.

3-Add a new do & don't for a presentation

- Does

- Donts



The 4 words activity

1-Connect this 4 words.

2-Write your essay.

ESSAY Writing



Opening:

It is often said that.../ Many people claim that...
In this day and age.../ Nowadays.../ These days...
...is a hotly-debated topic that often divides opinion.
It goes without saying that.../ Needless to say,...
The following essay takes a look at both sides of the argument.



Introducing points:

Firstly,.../ To start with,.../ First of all,.../ First and foremost,...
Secondly,.../ Thirdly,.../ Lastly,.../ Finally,.../ Last but not least,...
Furthermore,.../ In addition,.../ What is more,.../ On top of that,...
Another point worth noting is.../ Another factor to consider is...

Not only...but also...

With respect to **noun/gerund**...

Expressing result & reason:

As a result, .../ As a result of **noun/gerund**,
noun/gerund has led to/ resulted in...

Consequently,.../ Therefore,...

On account of **noun/gerund**/ due to **noun/gerund**

One reason behind this is...

Concluding:

To sum up,.../ In conclusion,...

All things considered,...

Taking everything into consideration,...

Weighing up both sides of the argument,...

On the whole,.../ By and large,.../ In general,...

There are those who argue that

For instance.../ For example.../ such as...

Contrasting:

Although/Even though subject+verb,...

Despite/In spite of **noun/gerund**,...

Despite the fact that subject + verb,...

On the one hand...On the other hand...

However,.../ Nevertheless,.../ Even so...

Opinion:

As far as I am concerned,...

From my point of view,...

In my opinion,...

My own view on the matter is...

essay checklist

INTRODUCTION

- ☐ Did you clearly state your **THESIS**?
- ☐ Have you effectively introduced the reader to your topic?
- ☐ Does your **THESIS** answer the research question?

BODY

- ☐ Is the main idea clearly and effectively stated?
- ☐ Is the main concept clearly discussed?
- ☐ Did you cite all borrowed information?
- ☐ Does the evidence support your argument?
- ☐ Do all body paragraphs follow a similar structure?

CONCLUSION

- ☐ Did you summarize your argument?
- ☐ Did you restate your thesis?
- ☐ Did you make larger connections?
- ☐ Does the conclusion flow from the body?

Project stage	what I to do	what I need (gram, voc, tra)	Who is going to do what
Creation	Start preparing presentation.		
Receiving feedback	Hand in the essay.		Teacher



www.canvas.com



Recipe

XXICENTURY
EDUCATION

TOTAL TIME: 5
DAYS

NOTES:

INGREDIENTS



RECIPE

INGREDIENTS

XXI CENTURY EDUCATION

NOTES

Day 5

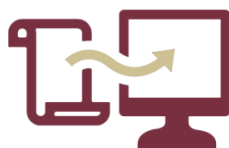
1-Present
your work
in front of
the class.



2-Teams
that aren't
presenting
will
evaluate.

3-Time for
reflexion &
suggestions

Project stage	what I to do	what I need	Who is going to do what
Publishing	You'll share your work.	PPT	Every member of the team.
Assessment	Your teacher/ classmates will evaluate you.	Rubric	Teacher and students



7.4 Appendix IV: Content table

Source: Aragonese Curriculum

<http://www.educaragon.org/FILES/Real%20Decreto%20Curriculo.pdf>

Blocks	Contents
1 Oral Comprehension	<p><i>Abilities and comprehension strategies</i></p> <ul style="list-style-type: none"> -Activating previous contents on professions -Anticipating general content -Deduction of meaning in a linguistic and situational context <p><i>Sociocultural and sociolinguistic aspects</i></p> <ul style="list-style-type: none"> -Customs, traditions and daily life <p><i>Communicative functions</i></p> <ul style="list-style-type: none"> -Exchange of personal information, opinions and point of views -Expressions of certainty, possibility and probability expressions <p><i>Lexicon</i></p> <ul style="list-style-type: none"> -Used to -Modal verbs -Connectors
2 Oral production	<p><i>Production</i></p> <ul style="list-style-type: none"> -Clearly produce a message distinguishing. -Use adequately digital resources to plan the discourse -Get the most out of previous knowledge -Reflect and apply self-assessment strategies <p><i>Sociocultural aspects</i></p> <ul style="list-style-type: none"> -Customs, daily life and foreign countries traditions <p><i>Communicative functions</i></p> <ul style="list-style-type: none"> Asking and giving information -Reporting people's opinion -Discuss topics, negotiating meaning -Exchange of personal information, opinions and points of view. -Expressions of certainty, possibility and probability expressions <p><i>Abilities and strategies</i></p> <ul style="list-style-type: none"> -Word formation -Synonyms and antonyms -Vocabulary for professions -Past perfect
3 Written comprehension	<p><i>Skills and comprehension strategies</i></p> <ul style="list-style-type: none"> -Comprehension of general and specific information from authentic texts -Comprehension of written texts -Activation of previous knowledge

	<ul style="list-style-type: none"> -Rephrasing hypothesis <i>Sociocultural aspects</i> <i>Communicative functions</i> <ul style="list-style-type: none"> -Expressions of certainty, possibility and probability expressions <i>Lexicon</i>
4 Written expression	<i>Writing abilities and strategies</i> <ul style="list-style-type: none"> -Writing guided creative texts (blog entries) by means of guided activities -Planning how to write texts using learning strategies such as self-correction <i>Sociocultural Aspects</i> <ul style="list-style-type: none"> -Write showing awareness of the sociocultural touches found around the studied topic <i>Communicative functions</i> <i>Lexicon</i> <ul style="list-style-type: none"> -vocabulary to express needs -might

7.5 Appendix V: Summary of the 6 classes of the unit

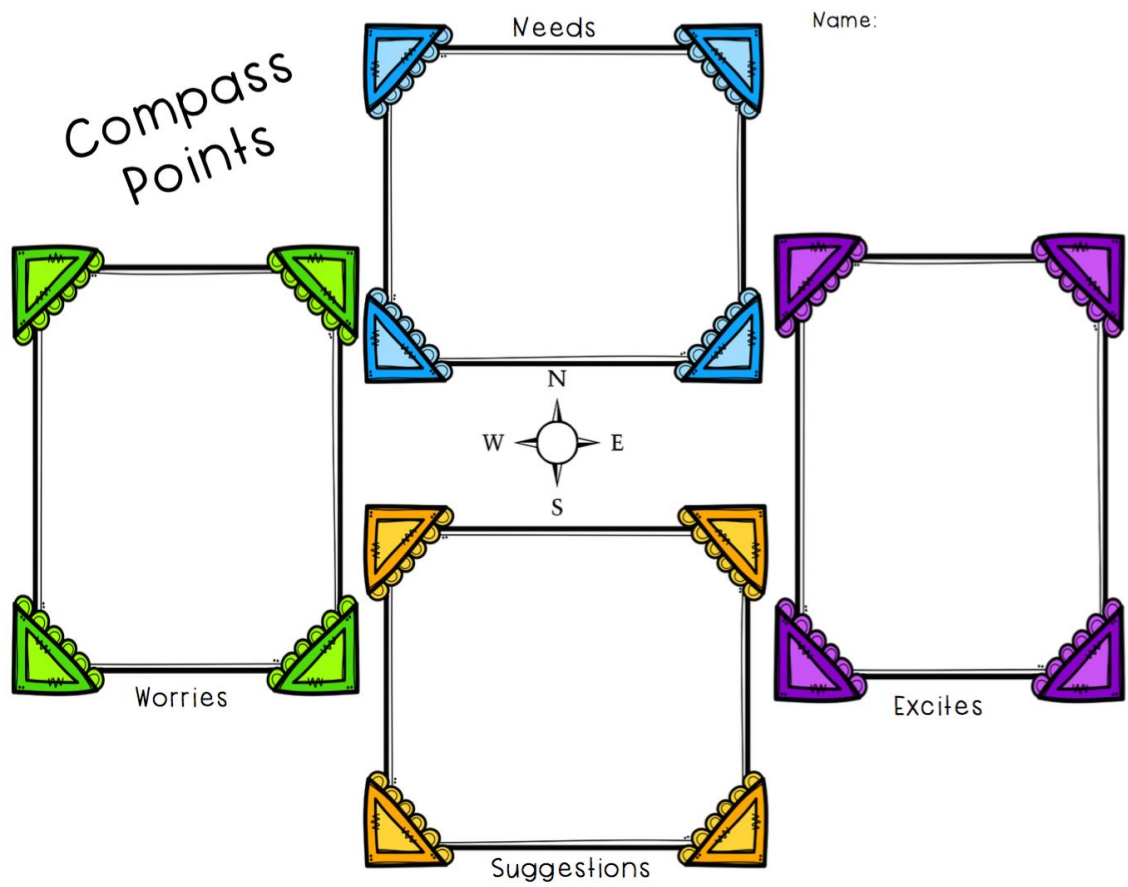
Source: own creation.

Session	Description
Session 1 Activation	<p>The session intends to introduce students in the topic of the unit, retrieving their previous contents on ancient and present professions. As well as analysing how the education we have received has ranged throughout the years. In order to activate students schemas, they totally focus on watching a video about three different schools around the world and write down everything they see (either objects, actions). After that, students will share their findings with more that two students in the class, discussing what impressed them the most about the schools. Finally, before they receive a letter from the government asking for help to improve the Secondary Education curriculum, they reach conclusions on whether they think their educational systems should change or not.</p> <p>After reading the challenge, they are provided with an organizer to help them find out what is needed to carry out the project.</p>
Session 2 Discovery	<p>In this stage, as an example of what they will have to do next on their own, students begin to explore how the needs of society have changed throughout the last centuries. They will do that by working in pairs eliciting from a set of images what a group of people are doing for a living, as well as discussing whether those jobs still exist, where, why and why not. With those questions, students are expected to connect some 20th-century society needs with the existing professions at that time.</p> <p>Now, students will have to create a tool to gather information while asking people of all ages what their major needs at the moment concerning services, not goods are. This tool could be a questionnaire or an interview that students have to create using language that will get the most out of the interviewee (i.e.wh-questions). The population of the survey should include student's friends, parents, grandparents and more, in order to reflect a wider variety of needs. Besides, since the needs might vary from country to country, they are suggested to check on google for further information.</p>
Session 3 Deepening	<p>For this stage students will group in teams of four, sharing and organizing their findings. Based on them, students will deepen to reach the root of the problem while proposing solutions/professions to offer services that will cover those needs. Along with the professions the teams will have to define a list of eight abilities required to access the positions.</p>
Session 4 Planning	<p>So far, students have gathered information from the Internet and their relatives. Now, thanks to a jigsaw activity, they will work with students other than those in their teams to benefit from a higher number of insights. Firstly, they will be numbered from one to four,</p>

	<p>forming a group of four experts (profession, tasks-to-develop, skills, and future school subject expert). Secondly, they will be asked to leave their original team to join the experts one, formed by those with the same number. Next, they will read an excerpt “<i>Top 10 Jobs in 2030: Skills You Need Now to Land the Jobs of the Future</i>” and discuss about their area of expertise, taking notes down and bringing them back to the original teams. Once in their teams, students will compare how close their investigation and reality were. Now, with enough information gathered, they will stick to 10 of the needs (five of their own and other five from the reading) to start planning the draft for the blog entry with the suggestions to improve the curriculum. This writing will be scaffolded by the teacher, who will give students a role model to identify “do's and don'ts” for successfully writing a blog entry, as well as providing language to express needs and give suggestions.</p>
Session 5 Creation	<p>In this stage, students will continue to work in their teams to write the blog entry and prepare an in-class presentation. Both of them must include i) three of the needs found, ii) a suggested job position for each need, iii) abilities needed to meet the requirements for the position and iv) school subject that will prepare them to cover those needs.</p> <p>As a scaffolding for the oral presentation, students will watch a two-minute video, paying attention to the do's and don'ts of a presentation. Then, they will list the ten guiding principles they want to follow. Finally, pupils will be allowed time in class to start creating their power points and finish the blog entry draft, which they will have to show to the teacher before submitting the final version of it. Students will be required to use the checklist given to make sure they are following the guidelines stated for the project.</p>
Session 6 Publishing	<p>In this stage, as a team publishes their ten-minute presentation in front of the class, the rest of the class will pay close attention and evaluate the presenters using the rubric.</p>
Session 7 Assessment & Reflexion	<p>In this section the whole class will work together as a big team discussing what they found hard, enjoy, hate about the project. This will help the teacher evaluate the teaching-learning process, providing new ideas for upcoming units in the course plan.</p>

7.6 Appendix VI: Beginning of the Project Organizer

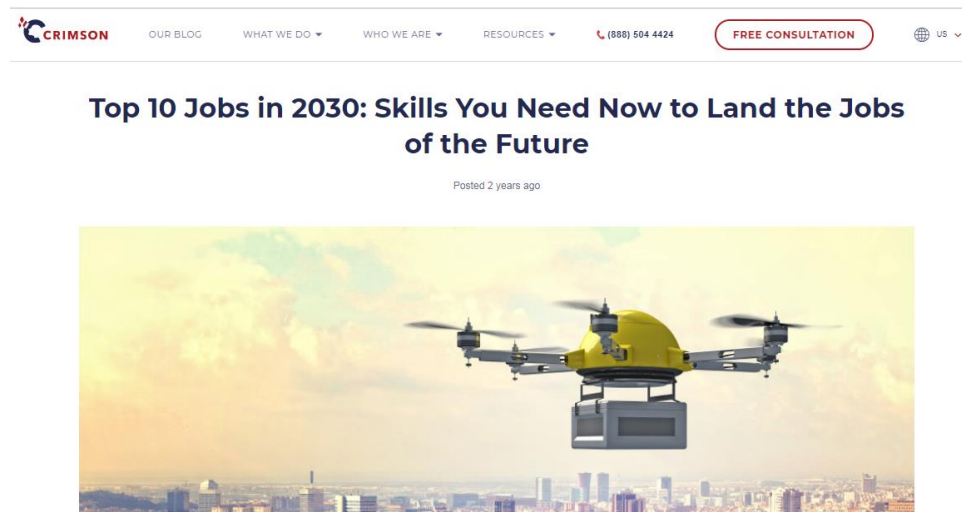
Source: handouts given by Vicky Gil in the class.



7.7 Appendix VII: Authentic materials used in the unit

Reading about Future Jobs

Source: <https://www.crimsoneducation.org/es/blog/jobs-of-the-future>



Video about Examples of Good/Bad Presentation

Source: <https://www.youtube.com/watch?v=S5c1susCPAE>



7.8 Appendix VIII: Specific Evaluation Criteria issued by Department of Aragon for 3rd ESO

Source: Aragonese Curriculum.

<http://www.educaragon.org/FILES/Real%20Decreto%20Curriculo.pdf>

Block 1	Criteria	Specific Evaluation Criteria
	Crit.IN.1.1	Students should be able to: <ul style="list-style-type: none"> - comprehend general and specific information in brief oral and written texts.
	Crit.IN.1.2	Students should be able to: <ul style="list-style-type: none"> - know and use when understanding texts cultural aspects such as customs and traditions in different parts of the world
Block 2	Crit.IN.2.1	Students should be able to: <ul style="list-style-type: none"> - elicit topics by means of images and videos - incorporate learned vocabulary to the discourse - express future possibility, probability and certainty - use digital resources adequately to plan their speech - use self-correction strategies - transmit the message clearly distinguishing ideas - use synonyms, form words, acquire vocabulary
	Crit.IN.2.1	Students should be able to: <ul style="list-style-type: none"> - talk about future job needs in other countries.
Block 3	Crit.IN.3.1	Students should be able to: <ul style="list-style-type: none"> - skim and scan specific information from authentic texts.

		<ul style="list-style-type: none"> - interpret messages in written texts. - activate previous knowledge - rephrase hypothesis.
Block 4	Crit.IN.4.1	<p>Students should be able to:</p> <ul style="list-style-type: none"> - write creative texts(a blog entry) through guided activities. - plan the writing the blog entry in advanced - use self-correction strategies - express certainty, probability and possibility.
	Crit.IN.4.2	<p>Students should be able to:</p> <ul style="list-style-type: none"> - write texts including cultural, socio-cultural and linguistic aspects, showing respect towards other cultures.

7.9 Appendix IX: Assessment criteria rubric for teachers

Source adapted from

<https://i.pinimg.com/originals/cb/46/62/cb46624e51191e9e9341c5d0ce2e8d4b.png>

Skill	Fails	Needs improvement	Meets expectation	Exceeds expectation
Speaking	Speech is slow, exceedingly hesitant and strained except for short memorized phrases.	Speech is relatively smooth but it is characterized by some hesitation caused by rephrasing and searching for words	Smooth and fluid speech that incorporates the vocabulary learned and one or two searched by the students	Smooth and fluid speech with no hesitation, incorporating new words related to the topic of the unit
Vocabulary	Weak language control, the vocabulary used does not match the task	Weak language control, basic vocabulary choice with some words clearly lacking	Good language control, good range of relatively well-chosen vocabulary	Excellent control of language features, a wide range of well-chosen vocabulary
Writing	Frequent grammatical error even in simple structures, messages are obscure	Simple grammatical errors that do not obscure meaning, little variation in structures	Some error in grammatical structures by attempting to include a variety	Accuracy and variety of grammatical structure
Listening	Does not understand entire phrases and does not recognize the studied vocabulary at all	Understands the gist but misses some of the important details of the message, being able to identify the new vocabulary	Understands almost everything, being able to comprehend the general message	Understands the entire speech, being able to accurately infer the meaning of unknown words in context
Reading	Does not understand the new vocabulary of the unit in context, not knowing the meaning of the vocabulary at all	Comprehend the general idea but misses some of the important details of the message.	Understands almost everything, being able to infer meaning of new words from context	Understands texts that include the vocabulary studied together with complex phrases that include cultural

				component
Attitude	Never contributes to class/team discussion	Few contribution to the project, hardly ever volunteers to deepen in the project	Contributes to the the project, asking questions and giving suggestions	Proactively and constantly contributes to class/team discussion, bringing new ideas to extend the project

7.10 Appendix X: Rubric to Evaluate the oral presentation

Source: <https://i.pinimg.com/originals/58/77/89/587789de506e1c4d64343d752ac6abdf.png>

	Below Standard	Approaching Standard	At Standard
Explanation of Ideas & Information	<ul style="list-style-type: none"> ▶ does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning ▶ selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach) ▶ does not address alternative or opposing perspectives 	<ul style="list-style-type: none"> ▶ presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow ▶ attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed ▶ attempts to address alternative or opposing perspectives, but not clearly or completely 	<ul style="list-style-type: none"> ▶ presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4) ▶ selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4) ▶ clearly and completely addresses alternative or opposing perspectives (CC 11-12.SL.4)
Organization	<ul style="list-style-type: none"> ▶ does not meet requirements for what should be included in the presentation ▶ does not have an introduction and/or conclusion ▶ uses time poorly; the whole presentation, or a part of it, is too short or too long 	<ul style="list-style-type: none"> ▶ meets most requirements for what should be included in the presentation ▶ has an introduction and conclusion, but they are not clear or interesting ▶ generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea 	<ul style="list-style-type: none"> ▶ meets all requirements for what should be included in the presentation ▶ has a clear and interesting introduction and conclusion ▶ organizes time well; no part of the presentation is too short or too long
Eyes & Body	<ul style="list-style-type: none"> ▶ does not look at audience; reads notes or slides ▶ does not use gestures or movements ▶ lacks poise and confidence (fidgets, slouches, appears nervous) ▶ wears clothing inappropriate for the occasion 	<ul style="list-style-type: none"> ▶ makes infrequent eye contact; reads notes or slides most of the time ▶ uses a few gestures or movements but they do not look natural ▶ shows some poise and confidence, (only a little fidgeting or nervous movement) ▶ makes some attempt to wear clothing appropriate for the occasion 	<ul style="list-style-type: none"> ▶ keeps eye contact with audience most of the time; only glances at notes or slides ▶ uses natural gestures and movements ▶ looks poised and confident ▶ wears clothing appropriate for the occasion
Voice	<ul style="list-style-type: none"> ▶ mumbles or speaks too quickly or slowly ▶ speaks too softly to be understood ▶ frequently uses "filler" words ("uh, um, so, and, like, etc.") ▶ does not adapt speech for the context and task 	<ul style="list-style-type: none"> ▶ speaks clearly most of the time ▶ speaks loudly enough for the audience to hear most of the time, but may speak in a monotone ▶ occasionally uses filler words ▶ attempts to adapt speech for the context and task but is unsuccessful or inconsistent 	<ul style="list-style-type: none"> ▶ speaks clearly; not too quickly or slowly ▶ speaks loudly enough for everyone to hear; changes tone and pace to maintain interest ▶ rarely uses filler words ▶ adapts speech for the context and task, demonstrating command of formal English when appropriate (CC 9-12.SL.6)